

Tanglewood Middle

44 Merriwood Drive
Greenville, SC 29611

Grades 6-8 Middle School

Enrollment 649 Students

Principal Dennis Dotterer (864) 355-4500

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	8	46

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 29 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Good	No
2005	Below Average	Average	No
2006	Below Average	Average	No

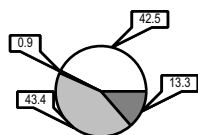
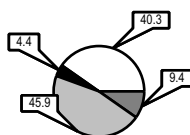
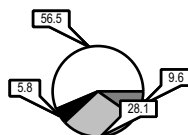
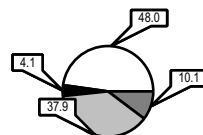
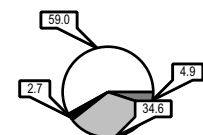
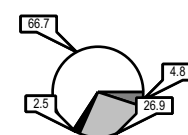
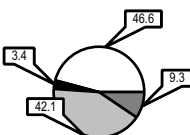
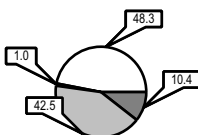
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	91.7
English 1	92.6	81.2
Biology 1/Applied Biology 2	N/A	44.6
Physical Science	N/A	27.3
All Subjects	95.8	83.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	664	89.8	42.4	42.2	14.5	1.0	23.2	No	Yes
Gender									
Male	324	86.1	48.5	40.5	11.0	0.0	18.1	N/A	N/A
Female	340	93.2	37.1	43.6	17.5	1.8	27.6	N/A	N/A
Racial/Ethnic Group									
White	192	94.8	27.2	46.8	24.7	1.3	36.1	Yes	Yes
African American	372	87.9	46.2	42.5	10.2	1.1	17.8	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	99	86.9	60.3	32.1	7.7	0.0	15.4	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	538	98.7	38.8	44.0	16.1	1.1	25.6	N/A	N/A
Disabled	126	51.6	74.5	25.5	0.0	0.0	2.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	664	89.8	42.4	42.2	14.5	1.0	23.2	N/A	N/A
English Proficiency									
Limited English Proficient	75	88.0	70.5	26.2	3.3	0.0	8.2	Yes	Yes
Non-Limited English Proficient	589	90.0	38.6	44.3	16.0	1.1	25.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	569	89.3	44.8	40.9	13.1	1.1	21.8	No	Yes
Full-pay meals	95	92.6	28.6	49.4	22.1	0.0	31.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	664	91.1	38.3	46.9	10.0	4.8	24.0	Yes	Yes
Gender									
Male	324	88.3	38.0	46.3	9.1	6.6	24.8	N/A	N/A
Female	340	93.8	38.5	47.5	10.8	3.2	23.4	N/A	N/A
Racial/Ethnic Group									
White	192	94.8	22.8	57.6	12.0	7.6	35.4	Yes	Yes
African American	372	88.7	48.0	40.9	7.2	3.9	16.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	99	92.9	35.4	47.6	14.6	2.4	28.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	538	99.6	34.7	48.9	11.0	5.4	26.3	N/A	N/A
Disabled	126	54.8	67.9	30.4	1.8	0.0	5.4	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	664	91.1	38.3	46.9	10.0	4.8	24.0	N/A	N/A
English Proficiency									
Limited English Proficient	75	94.7	43.8	42.2	12.5	1.6	21.9	Yes	Yes
Non-Limited English Proficient	589	90.7	37.5	47.6	9.6	5.3	24.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	569	90.9	39.2	46.8	10.8	3.2	21.8	Yes	Yes
Full-pay meals	95	92.6	32.9	47.4	5.3	14.5	36.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	664	91.6	56.3	28.2	9.6	5.9	15.5
Gender							
Male	324	88.0	53.5	29.5	8.5	8.5	17.0
Female	340	95.0	58.9	27.1	10.6	3.4	14.0
Racial/Ethnic Group							
White	192	95.8	41.6	33.1	13.3	12.0	25.3
African American	372	90.1	61.7	28.3	6.4	3.5	10.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	99	88.9	65.9	18.8	12.9	2.4	15.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	538	99.1	51.2	30.0	11.7	7.1	18.8
Disabled	126	59.5	80.0	20.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	664	91.6	56.3	28.2	9.6	5.9	15.5
English Proficiency							
Limited English Proficient	75	88.0	67.7	18.5	10.8	3.1	13.8
Non-Limited English Proficient	589	92.0	54.8	29.5	9.4	6.2	15.7
Socio-Economic Status							
Subsidized meals	569	91.0	58.9	26.6	10.2	4.4	14.5
Full-pay meals	95	94.7	40.7	38.3	6.2	14.8	21.0

Social Studies							
All Students	664	91.7	47.8	38.0	10.1	4.1	14.2
Gender							
Male	324	87.7	47.6	36.5	11.1	4.8	15.9
Female	340	95.6	47.9	39.4	9.2	3.4	12.7
Racial/Ethnic Group							
White	192	95.8	34.3	41.6	19.3	4.8	24.1
African American	372	90.3	54.3	35.0	6.4	4.2	10.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	99	88.9	50.6	41.2	5.9	2.4	8.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	538	99.1	42.5	40.6	12.1	4.8	16.8
Disabled	126	60.3	72.0	26.0	1.0	1.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	664	91.7	47.8	38.0	10.1	4.1	14.2
English Proficiency							
Limited English Proficient	75	88.0	52.3	43.1	3.1	1.5	4.6
Non-Limited English Proficient	589	92.2	47.2	37.3	11.0	4.4	15.5
Socio-Economic Status							
Subsidized meals	569	91.2	49.4	37.6	9.5	3.5	13.1
Full-pay meals	95	94.7	38.3	40.7	13.6	7.4	21.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	100.0	42.3	42.3	13.1	2.3	15.5
	7	194	97.9	42.4	47.6	8.8	1.2	10.0
	8	172	99.4	35.8	48.3	12.6	3.3	15.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	224	91.5	43.7	35.6	18.4	2.3	20.7
	7	228	88.2	39.7	45.4	14.9	0.0	14.9
	8	212	89.6	43.9	45.7	9.8	0.6	10.4
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	100.0	44.6	36.6	15.5	3.3	18.8
	7	194	97.9	45.9	39.4	11.8	2.9	14.7
	8	172	98.8	43.3	48.0	7.3	1.3	8.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	224	95.1	31.7	46.7	13.3	8.3	21.7
	7	228	89.0	37.9	49.7	9.0	3.4	12.4
	8	212	89.2	46.0	44.2	7.4	2.5	9.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	99.2	51.2	28.9	12.3	7.6	19.9
	7	194	97.9	54.1	27.1	9.4	9.4	18.8
	8	172	98.8	58.3	29.1	6.6	6.0	12.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	224	93.3	55.6	28.0	10.1	6.3	16.4
	7	228	91.2	54.6	26.8	12.4	6.2	18.6
	8	212	90.1	58.9	30.0	6.1	5.0	11.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	238	99.2	38.9	44.5	10.0	6.6	16.6
	7	193	97.9	52.9	37.1	7.1	2.9	10.0
	8	172	98.8	41.1	48.3	6.6	4.0	10.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	224	92.4	39.7	44.4	10.6	5.3	15.9
	7	228	91.7	53.1	29.4	11.3	6.2	17.5
	8	212	91.0	50.6	40.6	8.3	0.6	8.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 649)				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Down from 16.9%	9.4%	16.7%
Retention rate	3.1%	Down from 3.2%	3.9%	2.5%
Attendance rate	95.9%	Up from 94.5%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.3%	Down from 12.3%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%	Down from 12.7%	0.4%	1.0%
Eligible for gifted and talented	7.9%	No change	7.4%	15.6%
On academic plans	61.1%	N/AV	53.9%	39.9%
On academic probation	4.6%	N/AV	2.8%	0.7%
With disabilities other than speech	16.6%	Down from 22.5%	13.5%	12.4%
Older than usual for grade	6.2%	Up from 6.0%	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.5%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	47.9%	Up from 35.6%	54.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.6%	N/A	15.5%	9.1%
Teachers with emergency or provisional certificates	13.5%	Down from 14.3%	13.6%	5.6%
Teachers returning from previous year	74.1%	Down from 76.2%	76.4%	84.6%
Teacher attendance rate	96.1%	Up from 95.4%	94.5%	94.8%
Average teacher salary	\$39,176	Up 1.4%	\$40,441	\$42,267
Prof. development days/teacher	14.6 days	Down from 14.9 days	11.6 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.1 to 1	19.4 to 1	21.1 to 1
Prime instructional time	90.4%	Up from 87.8%	87.5%	89.0%
Dollars spent per pupil*	\$7,905	Up 14.8%	\$7,182	\$6,243
Percent of expenditures for teacher salaries*	53.4%	Down from 54.3%	55.0%	59.8%
Percent of expenditures for instruction*	73.1%		64.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.8%	Up from 97.6%	93.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year at Tanglewood Middle began in a new building where the terms adaptability, cooperation and enthusiasm took on new meanings. Students, parents, faculty, staff and community members worked tirelessly to expand a vibrant learning environment where excellence is becoming a tradition.

Students' achievements were recognized on local, state and regional levels. Award examples include winners in Regional Science Fair, Middle School Juried Art Exhibit, Local and State PTSA Reflections, Junior Scholars, Governor's Essay Contest, Poetry published in Maggie's Drawers, National History Day at the regional and state levels and Excellent ratings for band and chorus at the Carowinds Music Festival.

Parent and community support for our school has grown in conjunction with student and staff participation in events such as local running races, academic competitions and fine arts showcases. Tanglewood was awarded \$1000 for the largest team of student, staff and volunteers in the Reedy River Run. Parent, community and staff support are evidenced by a substantial growth in Lockheed Martin mentors as well as awards received for increased student attendance, United Way sponsorship and largest number of donors to The Blood Connection. Crowds at evening school programs also necessitated instituting grade level productions to accommodate the increased audience sizes.

Professional development at Tanglewood continues as a priority for faculty and staff. In-house sessions on topics related to educational technology, instructional strategies and integrated curriculum were held frequently, and evening courses were offered for parent participation.

The learning community at Tanglewood is geared for the future. The 2006-2007 school year will open with a new Principal, Dennis Dotterer, who will continue to build upon the foundations and traditions associated with our direction of Inspiring Students to Excel.

Karen Kapp, Principal
Beth Barwick, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	175	72
Percent satisfied with learning environment	79.6%	74.3%	78.5%
Percent satisfied with social and physical environment	81.6%	78.2%	64.3%
Percent satisfied with school-home relations	52.1%	84.8%	73.2%

*Only students at the highest middle school grade level at this school and their parents were included.